

THE BAIN REVIEW: COMMENTS FROM THE EDUCATION AND TRAINING INSPECTORATE (Inspectorate)

Introduction

1. This Review takes place within the shifting educational landscape in Northern Ireland; all of us will be affected in some way by the imminent changes that are already impinging on the education community. Many individuals are enthusiastic and optimistic about opportunities that a revised curriculum and assessment regime may bring, or about the promise of greater organisational streamlining and coherence that the Review of Public Administration holds out for education. Nevertheless, the Inspectorate is also aware of a strong sense of initiative overload, and considerable apprehension, ranging to anxiety, about the scale, pace and implications of change, felt by leaders and practitioners in the educational sector. These concerns are heightened to some extent by the understanding that any accepted proposals or recommendations from the Review of the schools estate will be implemented through the new Education and Skills Authority in the context of, as yet, uncertainty about the detailed outworkings of the Review of Public Administration and aspects of the post-primary review. Any changes proposed by the Bain Review (the Review) will be additional to the far-reaching changes already underway (and indeed others such as the review of A levels), which are still being ‘absorbed’, and their implications fully grasped by stakeholders.

2. For these reasons, and to ensure commitment on the part of those (many at the education and training front-line) who will have to implement them, it is all the more important that the principles set out in the consultation document in paragraphs 6 and 16, and which the Inspectorate endorses, influence fully the deliberations and findings of the Review.

3. In the comments that follow, the Inspectorate discusses some issues, focuses on certain principles that we also regard as taking priority, and proposes some actions to support the expression of those principles in practice. We believe that these principles should underpin any analyses that might be completed by DE such as the consideration of statistics on enrolment trends and existing pupil unit costs across the schools.

4. The schools estate should be managed and used as efficiently and cost-effectively as possible; however, we consider it equally important to point out that additional costs may have to be invested at the outset of any changes (as proposed by the Review) in order to secure savings at a later date. We also consider it essential that any strategy for the schools estate should take cognisance of the FE estate since it too provides education and training for 14 –19 year olds. We accept that the Entitlement Framework is a step towards greater co-ordination and cohesion, but argue that there remains a sense of piecemeal planning that is not value for money or part of an overarching policy sufficiently focussed on the needs of learners.

5. Whilst there is currently some use of the school estate for other activities such as adult learning or non-formal learning (including youth work), the practice is uneven and, generally, facilities are underused (not least during the long vacation). The use of the schools estate in more versatile and creative ways has the potential to develop learning communities, foster increased parental interest in education (for parents themselves and for their children), particularly in areas of social deprivation, and to encourage education to be more highly valued in such communities. For example, following an audit of community needs, there might be a focus on family support and development of all aspects of family learning (including parenting skills), citizenship (complementing the provision in the revised curriculum), community awareness, health and well-being¹.

6. The extended schools initiative (funded through the Children's and Young People's Package) has considerable potential in this regard. Indeed the Government has stated its commitment to reducing social, health and educational differentials through the Package by providing funding for extending the role of schools to become centres of the community by offering services and learning opportunities before and after the traditional school day. Clearly, extending school provision into these new areas has major implications for the types of buildings and the range of

¹ *(Note the examples in Scandinavia of the 'Folkschule').*

accommodation needed. There needs to be joined-up planning to ensure that these new policy directions are fully recognised within any review of the schools estate.

7. It is also worth noting that DE will soon assume responsibility for all early years provision; there is an opportunity (and reason) therefore to explore the possibility of establishing children's centres (as has been done in England) based on the nursery schools already 'in situ'. In England, the Sure Start Children's Centre programme is based on the integrated provision of education, care, family support and health services are key factors in determining good outcomes for children and their parents. The concept itself is not a new one. Sure Start Children's Centres are about building on existing good practice, rather than starting afresh. A natural follow-on from the Government's commitment to reducing social, health and educational differentials would be the establishment of Children's Centres in NI. For the most part, nursery schools in NI traditionally draw from all traditions and already act as very sound 'hubs' for the broader use of communities and could play a pivotal role in this respect.

1. Equality of opportunity

1.1 Equality of opportunity should underpin any decision on educational policy; it should include the right of every young person to have access to high quality education and training in a good school or organisation², with the flexibility to experience learning and training in more than one institution if that is appropriate³. As well as reflecting the key indicators on standards, pedagogy, curriculum, pastoral care, and effective partnerships, a good school/organisation will also ensure that the resources and facilities it provides, and its structures and management arrangements, are suited to the age, maturity and range of learning styles of its learners.

1.2 We are unaware of any recent research that shows why pupils/parents in NI choose one specific school rather than another or (at post-16) an FE college or training organisation rather than a school.

² *The characteristics of a good school or organisation are well documented in a range of the Inspectorate's publications, including 'Together Towards Improvement' and 'Improving Quality: Raising Standards'.*

³ *'organisation' is used as a term of convenience to cover IFHEs and TOs*

1.3 However, our inspection experience suggests that popularity, and parents' and pupils' perceptions of 'a good school' (or the desirability of remaining at school rather than going to an IFHE), depend on a range of factors – not least individuals' impression of the ethos, the quality of pastoral care and behaviour generally, the nature of the staffing complement, success rates in external examinations, the range of options available, the track record in relation to learners' destinations, suspension and expulsion rates, the public profile, the accommodation and facilities, family traditions, the location itself and the predominant social uptake (i.e. who attends). In some cases, these impressions and judgements are founded not on fact, but on myth, or are informed by rumour rather than reality; given open enrolment, they can lead to certain schools being 'deserted' and others being over-subscribed, and to duplication between schools and IFHE or a reluctance on the part of pupils to leave the familiar world of school for the wider world of FE.

1.4 However complex these issues, and accepting that not all schools can be identical (or have identical strengths) there are opportunities presented by this Review, and also by DE's review of the school improvement policy to begin to address them. For example, we know from inspection experience that the policy of open enrolment in the schools sector is militating against co-operation and the efficient use of estate, and of physical and human resources; we also know from inspection that whilst it may be perceived as 'high status' for a post-primary school to have a sixth form, and some go to considerable lengths to provide post-16 courses, this can be at a cost to learners (in terms of choices, for instance, and progression routes/pathways) and to pupils not in sixth form. In certain schools, inspection evidence shows that careers education and guidance are inadequate, or even 'skewed' – however subconsciously - by a school's wish to retain its 'own' pupils or to encourage them (more in line with traditions rather than in the light of the pupils' abilities, preferences and inclination) to pursue certain kinds of higher education.

1.5 We also know that whilst some pupils receive independent careers advice and guidance interviews when they make subject choices at key stage 4 and post-16, not all do so since there is no current entitlement for such provision; (we welcome the fact that that situation will change as the present reforms are implemented). Similarly, there are some schools where teaching by specialists is the order of the day – in others

that is less usual. So too, there are schools identified through inspection that are doing a good job and serving their pupils well; there are others whose quality is not so good – this in itself has implications for the Inspectorate in continuing to ensure that poor provision is highlighted and that those whom it inspects are supported to develop thorough self-evaluation leading to self-improvement. It also has implications for DE (and at a later stage ESA) in ensuring an appropriate response to poor provision. For example, it will be essential that the specialist schools initiative continues to be promoted and accepted as part of DE's drive for whole school improvement. There are also issues for schools and colleges in ensuring, jointly, that the provision they make for 14 –19 year olds is suitable to the aptitudes and aspirations of the learners and that transitions between organisations are seamless and effective.

1.6 The Inspectorate espouses the principles of 'A Shared Future' and takes the view that a good school is an inclusive school, that is to say one which welcomes all potential learners and in a way that makes deliberate and well planned efforts to lead the learners to be positively disposed to the inclusion of others in their social interactions. We would wish the Review to promote this inclusiveness not least given the clear commitments for DE and DEL regarding integration and co-operation, in the Shared Future Triennial plan. Currently, schools in NI function as separate and independent entities in line with their type (though, of course there are exceptions where the local Catholic Maintained and Controlled schools work together for the good of their pupils), and there are small, locally based schools, for Irish Medium Education for example, which could be accommodated in larger school premises without any detriment to what they see as their distinctive qualities and identity. And, for a significant number of small schools in rural areas, declining enrolment and limited facilities may threaten local institutional independence, but present the challenge and opportunity of replacing struggling schools with a larger sustainable school; such a replacement may (through voluntary coalitions) cater for children from different traditions, serve the needs of all communities in the area, and promote pluralism and the value of diversity.

2. Curriculum

2.1 A clear curriculum policy, which places the needs of learners firmly at its centre, should inform the estates strategy. Being less prescriptive than the previous

statutory curriculum, the proposed curriculum should not carry significant accommodation implications. However, it is likely to require the more flexible use of space, and this may be inhibited by the current design of a substantial number of schools.

2.2 At 14-19, there is still too much of a vacuum. Five recent Inspectorate reports on the Vocational Enhancement Programme, the two area inspections, Occupational Studies, KS4 Flexibility in co-operation with Training Organisations, and Careers Education and Guidance, describe how, for this age group, too much of the provision is characterised by competition and duplication and, in some cases, no clear progression routes.

2.3 We therefore recommend that:

- DE and DEL should progress urgently their current review of 14-19 – taking account of local and regional requirements – to establish agreed principles to which all provision for this age group should contribute;
- a core curriculum for all 14-19 learners should be clearly identified, along with possible learning pathways, rather than a curriculum entitlement that is based mainly on providing access to larger numbers of subjects [cognisance also needs to be taken of the credit and qualifications framework with the flexibility that it will offer];
- the provision in schools, FE, and work-based learning should be more clearly differentiated, and the progression routes within each made accessible and clear to their respective users;
- much more help should be available for learners to make choices based on sound careers education, information and guidance; inspection evidence shows that improved provision in this regard is both timely and essential.⁴

⁴ *We note the initiative in Wales which identified well qualified and well-informed “learning coaches” for individual learners to provide them with continuous guidance although this initiative is not specifically to provide careers advice.*

- the unhelpful level of competition among schools (within all phases), managing authorities, between FE and schools, and between FE and independent training organisations should be addressed; to that end, there should be urgent examination of the contributory factors such as the open enrolment policy and the differentials in funding mechanisms, with a view to removing or lessening impediments to collaborative work. In the primary phase, where there are many small schools and often nearly co-located, ESA should take a proactive approach and encourage, prompt and facilitate, streamlining and rationalisation at area level.
- **normally**, every post key stage 3 pupil should be taught by teachers who have a relevant specialist qualification or appropriate training in the subject they are teaching. We appreciate that any change in this direction may exacerbate the teacher supply issue and will accentuate the un-viability aspect of small post-primary schools; however, the interests of the learners should come first, and it may be that a gradual approach could prove a useful compromise; furthermore, we note that the Department of Education, from this year onwards, will be carrying out a survey of teacher vacancies to inform it of the position at a subject level and address more swiftly issues of supply and demand in the teaching force;
- the curriculum on offer needs to achieve a better balance between meeting the needs of the learner, the needs of the economy, and social inclusion. The Inspectorate espouses the idea of an education that provides breadth and balance of experience, develops the potential (including entrepreneurial potential) of young learners, stimulates interest, encourages a sense of active social responsibility and contribution to the public good, motivates them to go on learning and enables them to apply that learning in a wide range of contexts. These, arguably, are the ideals that underpin the revised curriculum, and the Inspectorate will be monitoring the extent to which they are reflected in practice.

3. The need to ensure value for money

3.1 The need to ensure value for money makes rationalisation inevitable but should be based on a number of firm principles and conditions. We suggest the following:

- a minimum enrolment in the post-primary sector of 500 in an 11-16 school; in an 11-18 school the enrolment should be a minimum of 500 in the 11-16 age range, and the sixth form should be self-financing; the former 'extended courses' circular from DENI recommended a minimum total size for a sixth form to be 80 – we agree that there should be a specified minimum and accept that the previous figure (whether self-standing or through collaborative arrangements) is a useful guideline;
- minimum and maximum class sizes should also be determined for different key stages and for practical subjects; greater commonality among practical subjects needs to be achieved in order to facilitate timetabling (there are anomalies at present among the maximum class size permitted in art and design, science, technology, music, home economics and physical education for example); for high quality learning it is essential to have class sizes which provide a constructive group dynamic and we are of the view that post-16 classes should normally have a minimum size of 12; we appreciate that there are some issues around setting an absolute minimum; for example, the above figure would be detrimental to subjects such as music particularly but also certain languages, or possibly further mathematics, so there would need to be flexibility for such exceptions;
- in terms of new or replacement primary schools, the enrolment should **normally** be 140 children in urban areas and 105 children in rural areas;⁵ however, the building of a smaller school should be considered where particular circumstances and conditions prevail;

⁵ *The NISRA definitions of rural and urban are probably the most useful referents.*

- a maximum travel distance and maximum travel time for all pupils should be defined, with consideration given to both the age of the pupil and to the needs of the area, so that optimum siting of new schools results⁶;
- detailed curriculum models for each size of school and preferably within a geographical area should be developed and include approximation of costs; the provision needs to be considered and assessed on an area basis as indicated above;
- consideration should also be given to the potential of education technologies to facilitate online learning communities regardless of location; the potential of Learning NI, for example, in this regard is significant;
- there is a need too to facilitate and ensure the portability of management information between Management Information Systems across educational sectors. This initiative could well be linked to future developments of e-portfolios for learners and their unique learner number. It would provide a means of tracking learners' progress and achievement along their chosen pathways, travelling with individuals across sectors, and would represent an important means of evaluating efficiency and value for money;
- a review of the conventional timetable and length of the school day (particularly for 14-19 year olds) coupled with the outcomes of the 'extended schools' project together have the potential to make better use of buildings and estate and to contribute to savings in transport costs;
- when provision is to be improved, the changes should be driven by the child's or young person's interests and take due regard of parental perceptions, including their perceptions regarding the safety of the environment;
- the needs of young people outside the conventional education system (eg in alternative educational provision or having home tuition) are important and responsibility for them should rest with the parent school;

⁶ *OSNI's GI system could be used constructively to support such planning*

- increased priority needs to be given to the provision of areas within the school that are conducive to social interaction and individual/private study.

3.2 The above suggestions are dependent on a much better collation and analysis of pupil data, in particular movement from primary to post-primary and ultimately other post-16 provision, and of transport data. The duty of DE (enshrined in law) of positive discrimination, subject to certain conditions, to support emerging schools which serve particular groups or interests can affect adversely the most efficient use of the current schools estate. Ways of accommodating such schools within premises or sites already in use, but which have suitable surplus accommodation and space, should be considered.

3.3 We are also conscious of the challenges posed (in terms of forecasting enrolments) by the arrival (sometimes unexpected) of children of immigrants whose first language is not English and who can swell the numbers at college courses, and ‘stabilize’ schools whose enrolments have been in decline and whose future might otherwise be in doubt. Given that we live in an increasingly multi-cultural society (there are estimated to be some 2056 such pupils in our school system at the moment and the incoming number of EU nationals is expected to rise) the growing presence of these young people and their needs should be taken into account.

4. Needs of teachers

4.1 In addition to the criteria that protect the needs of the learner, there should be criteria that safeguard the needs of the teacher. The Inspectorate recommends that:

- there should be a maximum of two year groups in a primary class unless there are exceptional circumstances (eg a diminutive local, isolated population – Rathlin island is a case in point);
- teachers in post-primary schools should teach predominantly their specialist subject/s; at key stage 4 and above they should not teach outside their specialist subject/s (specialism could be augmented, as it is currently, through re-training and in-service education courses);

- class sizes should be strictly in accordance with DE guidance (see above);
- there should be equality of opportunity for staff development (the effective use of PRSD is key in this context);
- a minimum entitlement to administration or non-teaching time should be introduced, with special conditions for, for example, principals in the primary sector, key stage or special needs coordinators, heads of department and beginning teachers;
- where there is shared provision, there needs to be a service level agreement amongst the different providers, which sets out which teacher travels and the conditions that apply:- any change to the length of the school day, could also have implications for the terms and conditions of teachers;
- there also needs to be a review of the school workforce and particularly of whether there are aspects of a teacher's current work that could be done by someone employed, for example an administrator, to assist the teaching staff;
- the desirability of a common set of standards for qualified teacher status across 14-19 provision should be explored.

5. Funding Issues

5.1 Capital investment and sustainable operational costs need to be considered together in any new build.

5.2 There is a need to address the issue of short term funding arrangements (such as those contingent on certain initiatives) that can distort or mask the viability of a school. It is understandable that governors, families, teachers and others develop loyalties to specific schools and work or lobby to support and preserve them, but in the interests of the children, such loyalties need to be tempered with both realism and an understanding of the benefits that alternative provision can offer; timely measures

need to be implemented to address the continued operation of a school that falls below a viability threshold without any sign of likely increase in numbers with an emphasis on the benefits that alternative provision can bring for children.

5.3 In discussions with representatives of the Review team, and with DE, the Inspectorate has already stressed the need for what might be called early intervention and investigation. When there are signs that a school's enrolment is falling, and there is a budgetary difficulty, the causes of these should be identified and, if possible, addressed, or a long-term strategy put in place (eg closure or amalgamation or 'integration' into/use of another school's premises) rather than leaving decisions to a crisis point or for the school to wither away. Not to do so places inordinate stress on the staff; places the parents in an unenviable position (loyalties being divided between staying with the school, or moving on) and, most of all, it fails the children and young people.

6. Partnerships between schools and/or other organisations

6.1 The Inspectorate endorses the value of partnership and collaboration in providing increased choice and opportunity for young people of all ages but particularly those aged 14-19. There are some good examples of co-operation amongst schools and with colleges, and the strengths of these examples, and the reasons for their success, have already been outlined in discussions with the Review team. However, to date, partnerships take place almost despite an environment of competition and are all the more commendable for that. Occasionally, though, cooperation is motivated more by the needs of the school rather than those of the young person, and schools and colleges may also have unrealistic, or unclear, expectations of themselves and one another. With incorporation, there is little incentive for colleges to work with schools to ensure best use of the educational estate. In turn, some schools are providing vocational programmes in areas where they have neither the pre-requisite capital equipment nor the vocational specialists to deliver the programmes effectively. In practice, for instance, schools make little use of the colleges' specialist equipment and resources available within the Centres of Excellence (designated by DEL).

6.2 There is a risk of the use of the Vocational Education Programme to enable continuation of non-viable schools, despite advice to the contrary in the relevant DE circular; in addition, the Inspectorate has noted reduced curriculum flexibility for young people in their school programme when they opt to complete part of their programme at another school or at FE college. The Vocational Education Programme in effect can only operate where part of an individual's programme is double funded and this is an issue that needs to be addressed. We believe that where schools offer link programmes with colleges, appropriate funding should follow the pupil, reflecting the time spent within each provider.

6.3 Colleagues from ESTYN have suggested that partnerships or collaborative arrangements fall into one of 4 categories that make up a schematic model of how collaboration can work ranging from a competitive relationship to a confederation (see appendix). Most of the existing partnerships in NI are in one of the first two categories i.e. they are in competition with one another or they engage in some level of co-operation.

6.4 A number of the findings from inspection experience are pertinent.

- It is evident that collaboration works best when organisations are not in competition and the provision in an area is planned for strategically, where there is commitment from Senior Management Teams, where the learners have access to good careers guidance and tutorial support, when the organisations are situated close together; where one organisation takes a lead in overseeing the provision, where there is adequate staffing and where there is good communication ensuring that parents and learners understand the reasons and the benefits for the arrangements.
- There are a few models of good practice locally on which to draw; for instance, there are some examples of enriched provision being provided for post-16 pupils at FE colleges (courses in computer aided design, software development, business and marketing, employer and consumer law) or vocational qualifications for 14-16 year olds as part of a programme to provide greater flexibility at key stage 4. Good operational models include one in which the coming together of several small schools of different management

types, enabled the provision on offer at the IFHE to be wider and more inclusive; in another instance, a local forum of principals was established to consider common organisational difficulties. There are also some examples where single-sex schools or schools of different management types in close proximity, have joint sixth form classes in some subjects.

- However, on the whole, collaboration is at an early stage of development. Overall, the inspection findings show that more effective collation and sharing of information on the use of the school and college estates are needed to identify spare capacity and constraints. A key factor that militates against collaboration and the most effective use of the schools and FE estate is the absence of a common and cohesive 14-19 education and training policy (including curriculum, funding, teacher education).
- There also needs to be well-founded assurance to parents that collaboration is in the best interests of their children; for example, parents need to be better informed about the career pathways available through the FE and training sectors, and FE in particular, need to continue to improve its perception amongst parents and the pastoral support it gives to 14-19 year olds.
- Staff development is needed across the sectors to ensure high levels of mutual understanding about each others' curriculum and culture, to help those involved to value difference and diversity without the pressure of organisational self-preservation. There is a need too to revise and review current teacher education arrangements (and related in-service training) to take cognisance of 14-19 developments.
- A reality check should be made on all proposals for collaboration; we appreciate that partnerships of the types mentioned are much more difficult in sparsely populated rural areas with poor public transport services. Partnerships too that involve the crossing of sectarian interfaces are likely to encounter obstacles, so any proposals to cross such boundaries will require considerable sensitive preparation to attract local champions and active community support, and minimise any sense of threat.

7. Conclusion

7.1 The implications of these principles that Inspectorate commends should underpin any estates strategy and point to the need for:

- learners' interests and needs to be kept paramount;
- provision to be as inclusive and as integrated as possible in terms of services;
- rationalisation to be considered on an area by area basis; in some instances, it would be useful to revisit the possible creation of a sixth form college; (arguably, the creation of sixth form colleges could be the first step to integration and has the added advantage that post-16 learners can be expected to travel further distances than 11- 16 year olds);
- a common and coherent 14-19 curriculum policy that is based on a core curriculum and learner pathways and not on a subject-based entitlement framework alone;
- the curriculum policy and curriculum framework (including the existing entitlement framework) to be more fully costed in terms, for example, of workforce development, accommodation and resources;
- cognisance to be taken of implications for workforce development and the terms and conditions of teachers;
- the extended use of school premises and the addressing of related funding issues.

7.2 It is clear to the Inspectorate that expectations on teachers (in terms of the scope of their work and the skills needed) stretch well beyond what was the norm a few decades ago, and when many of them were trained. Teachers (and schools as they are presently staffed and resourced – even designed) alone cannot deal with the

challenges of young people's all round development in the 21st Century. Perhaps there is a need to redefine what a school is and what it does. In some ways, at present, the current arrangements for schooling do not contribute sufficiently to a young person's education in the widest sense. Under the current arrangements, for example, not enough account is taken of children's and young people's mental well-being⁷, or of the inability of many young people, for a variety of reasons, to motivate themselves to participate meaningfully in what is on offer in schools, or to cope with the pressures of the 'here and now'. For instance, we need to consider how we can ensure there are adequate counselling facilities (both in terms of staff and designated spaces) available to the young people, and to the teachers, in our schools. The role and responsibilities of youth tutors, as outlined in DE guidance (dating from the 1970s) are out of date – some schools have youth tutors – some have youth workers – different ELBs use their youth tutors in different ways. Fresh consideration should be given to what non-teaching staffing a school should have, we accept that finances are finite, but arguably, savings made through rationalisations could be redeployed for such support staff.⁸

7.3 In presenting a case to the public for changes in the schools estate (and related issues – curricular, funding or otherwise), it is important that the focus is not placed on the deficits in the current position but rather on the real benefits intended by the change – the public needs to be helped to see that there is a better way, and to take ownership of it. Regardless of next steps, therefore, high quality communication regarding the Review's proposals will be essential for all those, not least children and young people, their parents, and the professionals themselves, whose stake in the outworkings of any decisions is so great.

⁷ See "[The Bamford Review of Mental Health and Learning Disability \(Northern Ireland\) 2006](#)"

⁸ For example, the French system has 'surveillants' to take the pressure off teachers, although we are aware that these are being reduced in cost-saving moves there.

Types of collaboration between school sixth forms and colleges in Wales⁹

Type	Characteristics
1. Competition	<ul style="list-style-type: none"> • Schools and colleges work in isolation from each other. • There is often competition for post-16 learners. • Learners do not receive fair and balanced information and guidance on all the post-16 options open to them. • Schools do not allow colleges to provide information to school leavers. • Lack of knowledge and understanding between individual institutions • Perceptions are often based on stereotypes and hearsay.
2. Cooperation	<ul style="list-style-type: none"> • Some linkage through formal or informal networks. • Exchange of information and mapping of courses available takes place cooperatively. • There is acknowledgement on both sides that more needs to be done for post-16 learners in the area and of the need to make post-16 delivery more efficient and effective. • Colleges have access to open evenings to provide information to school leavers. • Some small scale working with each other, for example school-based learners attend lessons after school hours at the college in subjects not offered in schools or through video-conferencing. • Results stay with schools.
3. Coordination and Collaboration	<ul style="list-style-type: none"> • Arrangements are linked together, for example in providing information, advice and guidance to pre-16 learners about the full range of options available to them. • Some learners attend courses at the college during the school day. • Colleges and schools share some staff to deliver courses on each other's premises. • Provision of units or courses of study is rationalised across providers in order to avoid unnecessary duplication, to improve viability and secure better value for money. • Teachers contribute to reports on learners. • Teachers contribute to self-evaluation activities and processes across the institutions. • There are clearly defined management roles linked to the school - college partnership arrangements. • Links are formalised.

⁹ *Inserted with permission of ESTYN*

	<ul style="list-style-type: none"> • Results go to the institution that delivers the teaching. • Common timetable arrangements exist between schools and the college. • There are memoranda of understanding and/or service level agreements between providers.
Confederation	<ul style="list-style-type: none"> • Single organisation oversees and directs work across all sectors. • Shared or pooled budgets. • Clear legal arrangements including for example, contracts, memorandum of understanding and/or service level agreements and single governing body. • Provision of units or courses of study is rationalised across providers in order to avoid unnecessary duplication, to improve viability and secure better value for money. • Ideas and decisions are managed equally and responsibilities are shared between providers. • Results are reported in terms of the confederation rather than the individual institution.